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ABSTRACT

To determine what is being done in a certain geographical area in providing educational services for prison inmates through the community colleges, education programs at the Federal Prison Camp, Eglin Air Force Base, Florida, and the Federal Correctional Institution at Tallahassee, Florida, were studied. In addition, information about the Alexander City State Junior College program offered at three Alabama correctional facilities was obtained. The results of the study show that Okaloosa-Walton Junior college had made available all programs, degrees and vocational, to the Eglin Federal Prison Camp. The community college program at the Federal Correctional Institution is operated by the Tallahassee Community College. The program offers the inmates an AA degree when they have 60 college credit hours, including basic education requirements. In Alabama, Alexander City State Junior College offers both a day and night college program at Draper Men's Prison, Tutwiler Women's Prison, and Frank Lee Youth Center. It is recommended that community colleges and prison educational staff seek ways to establish educational programs for the prison population. Research should be carried out on curriculum revision and development that will assist in the resocialization of the prisoner. (DB)

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WHAT ROLE SHOULD THE COMMUNITY COLLEGE PLAY In The Field Of PRISON EDUCATION

SOCIETAL FACTORS MODULE

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CHAPTER I

INTRODUCTION

During recent discussions with the Director of Education for the Federal Bureau of Prisons, it was indicated that the use of community resources in the field of prison education creates a beneficial atmosphere for learning and resultant social change for incarcerated individuals.

THE PROBLEM

Statement of the Problem

The purpose of this study is to examine what is being done in this geographical area in the utilization of community colleges in providing educational services for the prison populations. Since prison inmates are a part of a community, it is hoped that this study will provide some insight into how the community college can best serve this segment of its population.

The community colleges have made great strides forward in providing excellent programs and services for the staff of correctional institutions throughout the country through their law enforcement and correctional curricula. But the question now is how can they best serve the inmates who need academic and/or vocational training, as well as social change and readjustment to life in the free world.

Review of Literature

Albert R. Roberts (1971) states,

> that correctional education has progressed a long way from the dark ages of penitence and the Sabbath Schools to its present innovative stage. It seems that correction has reached the stage where there is hope for rehabilitating the inmate through education into becoming a self-supporting, responsible member of free society.

There has been a significant movement in the past ten years in correctional systems in the U.S. in establishing prison college programs. Several states are now offering associate degrees to their inmates through local community colleges. In August, 1968, ten inmates of the U.S. Penitentiary at Leavenworth, Kansas, received their Associate of Arts degree from the Highland Community College, Highland, Kansas. The attainment of these degrees not only increases employment opportunities, but more important it enhances the self-confidence and self-image, which most inmates need. (Roberts, 1971)

According to Herron, Muir and Williams (1973), the data received from 305 institutions, which have some 210,183 men and women confined, shows that 218 (71%) offer post-secondary courses and 87 (29%) do not. Of the 218, which do offer such courses, 118 (54%) offer them only on a part-time basis (after work hours); 52 (24%) offer them full time; and 48 (22%) give them both part and full time. The type of instruction offered in these 218 institutions is indicated below.

TABLE I*

(218 Institutions)

Type of Instruction	Instruction by Institution Staff	College Faculty	Accrediting Source Extension Division	Community College	Coll/Univ.
Correspondence	2	1	5	0	45
Electronically (TV)	1	7	3	3	2
In Person	7	161	4	68	98
Other	0	1	0	1	0

*Herron, Muir and Williams, 1973.

> As shown in Table I, the predominant type of instruction reported is "in person" by college faculty and accredited by a community college, college or university. (Herron, Muir and Williams, 1973)

Post-secondary education at correctional facilities consists primarily of two types: "in house," or within the institution grounds, and "study release," or courses held outside the institution which an inmate is permitted to attend. Study release is determined by both legislation and administration's discretion. In accordance with appropriate legislation, a Department of Correction authority, the warden or the superintendent, may authorize the temporary release of an inmate for the purposes of attending classes outside the institution. Normally, the inmates attend classes during the day and return to the institution at night.

In the study referred to above, data revealed that 144 institutions utilized study release while 123 did not. Most institutions with study-release programs are medium or minimum security facilities. Very few maximum security institutions participate in this program. Regardless of the nature of the institution, the inmate who participates in such a program is normally classified minimum custody. (Herron, Muir and Williams, 1973)

Jacques (1973) writes,

> eight hundred and sixty-three inmates were enrolled for daytime coursework on college campuses and were returning to the prison in the late afternoon or evening. They constituted less than 1% of the total inmate population of the one hundred thirty three

> penal institutions which were reported as promoting such programs.

Even though only a small percentage of prison population is involved in post-secondary or college educational programs at the present time, it is projected that, in the near future, some 25,000 or more, approximately 10%, will become involved in these programs. (Roberts, 1971)

Junior and community college involvement in prison education makes

> it possible to offer the kinds of occupational training not readily provided in a prison. Paramedical training (X-ray Technician, Laboratory Technician, Operating Room Attendant, etc.), Business Education (Computer Programmer, Accountant, Small Business Management Business Law), and other relevant occupational training opportunities can be provided, on a career ladder basis, by many junior and community colleges in a manner which few prison-based correctional education efforts can match. (McCollum, 1973)

In the beginning the purpose of prison education was twofold: religious and vocational.

Zebulon Brockway, a prison educator of the 1860's, was followed, after a long interval, by Austin MacCormick, who in the 1920's sponsored correspondence courses which were not necessarily successful as the prisoners often lacked the wisdom to select courses of this nature. (Roberts, 1973)

In 1925 San Quentin Federal Prison began a program in conjunction with the University of California Extension Division which was most successful. (Roberts, 1973)

In 1952-53 Southern Illinois University and the Illinois State Penitentiary at Menard, Illinois, devised successive

courses for the prisoners. As the programs increased, the total picture improved in both quantity and quality. Newspaper editors even volunteered to advise those prisoners who operated the prison newspaper. (Roberts, 1973)

In 1962 a small group was selected by the University to follow a degree program which proved eminently successful. The degree program was entered into with great care and with utter seriousness on the part of the prisoners who felt that it was an invaluable opportunity for them. The teachers were selected with care and considerable time was spent with the students to assist them in getting off to a good start. While rehabilitation takes place both inside and, later, outside prison walls, it was felt that a college education was a giant step forward in building the self-confidence necessary to enter society again. (Roberts, 1973)

In the 1960's another step forward came with the establishment of the Newgate program.

When Leavenworth Federal Prison held its fourth annual college graduation, fourteen men received AA degrees. (Roberts, 1973) An inmate in Illinois was awarded a BA magna cum laude, a feat which he accomplished in a period of 21 months instead of four years. (Adams, 1973) This is indicative of the increased activity within prison systems in the educational field. At present many inmates are earning AA degrees behind bars.

The growth and development of prison education is well documented and specific states such as Kansas, uniting

the University of Kansas with Leavenworth, a Federal Prison, in 1953; Maryland, uniting the University of Maryland with the Maryland State Prison in 1954; to the states of California, Texas and Illinois in 1965 precede what may amount to band-wagoning. (Adams, 1973)

San Quentin inmates' resentment of the negative public relations releases covering their activities in 1971 prompted their request for coverage of their educational successes as well as other activities. (Adams, 1973)

San Quentin's pilot program, financed by the Ford Foundation, with emphasis on rehabilitation, was most successful. Following the two-year trial period, the prison officials made permanent arrangements with the local junior college to continue and enlarge the scope of the program. (Adams, 1973)

This program hired the Federal City College (FCC) at Lorton Correctional Complex and Youth Centers which serves both institutions. This was seen as the opportunity to rehabilitate these young people, primarily black and supposedly with low IQ, toward future roles of leadership. The problem became one of too many qualifiers and, like the Newgate Plan, followed the inmate to civilian life as a life-line to independence. (Adams, 1973)

Evaluations have been lacking in prison education programs, but FCC-Lorton and Newgate have had annual evaluations. The smaller percentage of repeat offenders who received college education was sufficiently pronounced to

project substantial savings on prison expenses alone. Further, a projection of the Newgate alumni is toward greater economic freedom. (Adams, 1973)

Newgate is a motivation program to help offenders change their life styles.

The isolate and punish philosophy went on until just prior to the nineteenth century. In 1798 the first prison school was opened for basic learning--the three R's. It was not until 1870 that plans for prison education reform were considered and sixty years beyond that before an actual change in attitude toward offenders occurred. Again, it centered on basic education and high school completion. Anything beyond this was through correspondence. Finally in the 1960's tentative pilot programs of college-level instruction took place with good results. Oregon's program initiated with maximum security inmates became known as Project Newgate. (National Council on Crime and Delinquency, n.d.)

The advantage of the Newgate program is the virtual establishment of a college in miniature within prison walls with its own full-time staff and facilities. (National Council on Crime and Delinquency, n.d.)

Prison populations have changed over the years from lower socio-economic groups to all levels of society, with an increasing number of high-level ability inmates. Ability to perform college level work is the keynote of the Newgate plan and the college population represents all social levels. A

startling change in self-concept takes place as inmates realize they have proven abilities. (National Council on Crime and Delinquency, n.d.)

Rehabilitation and reintegration are the main goals. Professional counseling runs concurrently and post-incarceration assistance in all areas, even to assisting financially in further education, is carried on. The student has continued access to the Newgate staff which works closely with all community services involved. (National Council on Crime and Delinquency, n.d.)

One conclusion is that Newgate students are highly motivated and their achievement level is consequently higher and their recidivism rate considerably lower. (National Council on Crime and Delinquency, n.d.)

Originally funded by the Office of Economic Opportunity (OEO), it is now handled by the National Council on Crime and Delinquency (NCCD) in Paramus, New Jersey. The statistical data and reports on the effectiveness of Newgate are collected, analyzed and disseminated by NCCD. Much valuable printed material is available from NCCD to help other institutions, plus visits from its professional staff for recommendation and evaluation. (National Council on Crime and Delinquency, n.d.)

The Newgate experiment has shown that discharging an inmate with a few dollars in his pocket is not the answer to crime. The enormous number of people incarcerated, plus the estimated annual cost of crime in America (over 5 billion

dollars), points to the fact that constructive work is long overdue within the prison system. Newgate appears to be one answer for it breeds hope based on growth and development of the individual. (National Council on Crime and Delinquency, n.d.)

Underway at the State Correctional Institution at Bellefonte, Pennsylvania, where it is believed that people commit crimes because they lack salable or behavioral skills necessary for employment, is OEO's Newgate program. (Berman, 1970)

The emphasis at Bellefonte is on preparing inmates for entrance into college. Fifty were selected from the entire state prison population based on their own desire to enter the program. They are screened by a Newgate staff which rates their probabilities for success. (Berman, 1970)

A control group with the same factors is utilized and a long range follow-up study will compare the two groups on such points as recidivism rate, educational attainment and income. This should indicate to some degree the success of the Newgate program. (Berman, 1970)

The system bears heavily on programmed materials in forty subject areas, followed by informally taught courses. The Pennsylvania State faculty teach college credit courses and, in addtion, there is individual tutoring and counseling. A new education building has excellent facilities and materials. (Berman, 1970)

A contingency system awards points transferable to purchasing power for various degrees of high-level success. The academic performance has been high thus far and students are moving rapidly through the material offered. It is felt that this program helps to provide greater self-confidence and better behaviorial patterns as well as salable skills. (Berman, 1970)

In a 1967 study made in California, it is stated that a high percentage of systems within the state are involved in college education programs. (Adams and Connolly, 1971)

Some criminologists believe that education is the route to less crime and statistics are in the process of being compiled for further study. However, the serious pursuit of education in the prisons is in its neophyte stages and time will be required to establish the validity of such a hypothesis. (Adams and Connolly, 1971)

The two-year college will assume an important role in this area for several reasons. Most are "open door" institutions enabling inmates to register easily; there is a broad range of subject areas including vocational; colleges are used to meeting special requirements of disadvantaged persons; they are accessible; and, finally, it is the purpose of community colleges to serve the community in all ways. (Adams and Connolly, 1971)

CHAPTER II

Procedures

It was decided that the best way to investigate this problem was to study programs now in effect within a given geographical area which are considered successful and to discuss these with both the college and educational correctional personnel involved.

One of the most effective education programs utilizing community resources exists at the Federal Prison Camp, Eglin Air Force Base, Florida. This program, which makes extensive use of study release, was examined in detail. Another institution, the Federal Correctional Institution at Tallahassee, Florida, which has a full two-year college program within the institution was visited and examined. Correspondence was utilized to study a third college program operated by the Alexander City State Junior College, Alexander City, Alabama, at three Alabama correctional facilities.

Definition of Terms

Minimum security--inmates are permitted outside prison confines unescorted.

Medium security--inmates are permitted outside prison confines with escort only. There is often a group of minimum security at a medium secruity institution.

Maximum security--inmates are not permitted outside the prison confines.

Study release--implies that inmates are permitted to leave an institution and attend classes at a local college.

Results

Federal Prison Camp, Eglin Air Force Base. A unique situation exists on the campus of Okaloosa-Walton Junior College, Niceville, Florida. On any given day or night, during class breaks, it is not unusual to see as many as fifty Federal inmates dressed in their blue uniforms moving about the campus.

Through cooperation with the officials of Okaloosa-Walton Junior College, the Federal Prison Camp, located on Eglin Air Force Base, operates a large portion of its correctional educational program on the Okaloosa-Walton Junior College campus. Currently the Prison Camp has inmate students in almost every phase of the Junior College program. This includes: Air Conditioning & Refrigeration Repair, Brick & Block Laying, Auto Mechanics, Auto Body Repair, Electronics, Commercial Food Service, Adult Studies, and a full range of Junior College academic courses. The Prison Camp has approximately 160 inmates attending classes on the campus, some 45 full-time day students and approximately 115 part-time night students.

In addition to the on-campus program, the Okaloosa-Walton Junior College also provides teachers for in-camp

adult studies classes where another 100 inmate students work to obtain their high school equivalency diploma, improve their reading and writing abilities, learn to speak English as a second language, study conversational Spanish, or attend one of the various college courses offered.

Between the on-campus and the in-camp programs, the camp now provides over 900 duplicated enrollments to Okaloosa-Walton Junior College each semester.

One of the unique features of the Prison Camp educational program is the fact that it is community based. The inmates are, for the most part, treated as just another student on the campus. They are faced with some of the problems which they must face upon release from prison. They must cope with these problems and thus make it easier to make the transition from the prison setting back into the free world.

The Federal Prison Camp at Eglin Air Force Base is in itself an unusual type institution. It has a population of approximately 500 minimum-custody inmates. The institution provides a labor force of over 200 inmates per day to the Air Force Base for which the Air Force provides all the camp needs except food, clothing, education and recreational activities.

The inmate population is primarily from the Southeastern United States with approximately 66% from Florida, Georgia, Louisiana and Alabama. Their age range is from 18 to 75 with the average age being 32. Forty-two percent of the population falls within the age group 26-35.

Educational testing (Beta IQ) revealed that approximately 81% of the population range in intelligence from average to superior, while 19% are considered to be low average to inferior. Of this group 68% completed grades 8 through 12, while 12% have completed post-secondary education.

This most unusual Educational Program had its beginning in 1967. At that time, the Prison Camp was located on a far corner of the reservation, some 25 miles from state highway 85, or 25 miles from the main base and the Okaloosa-Walton Junior College. The Camp's education program consisted of three part-time teachers and had a total of 10 students. A newly appointed Supervisor of Education was transferred to Eglin to help develop the program. It was obvious that the limited staff and budget dictated utilization of the available community resources.

In 1967 there were three colleges within traveling distance of the Camp. Okaloosa-Walton Junio College (old campus) was located 30 miles away; Pensacola Junior College, 75 miles; and the University of West Florida, 80 miles. At the request of the institution, Dr. Wollard, then the Director of Education for the Bureau of Prisons, surveyed the situation and recommended maximum utilization of Okaloosa-Walton Junior College, then located in Valparaiso, Florida. The college was affectionately known as "Dodge City" because it was housed entirely in old buildings leased from the city.

Dr. J. E. McCracken, President of OWJC, had a philosophy of providing services to all members of the community. Included in this community was the Federal Prison Camp and, therefore, should be served as well. As a result of this and agreements reached between the Camp and OWJC, 15 students were enrolled on the campus in "Old Dodge City" in September of 1967. This figure has consistently increased over the years. In 1970, during the Spring Semester, the camp had a high of 265 enrollments on the new campus located in Niceville, Florida.

Since then the Prison Camp was moved to the Eglin Main Base. This move reduced the travel time between the Camp and the College from one hour each way to 15 minutes each way. This, along with increases in programs available at OWJC, staff at the Prison Camp and increased interest among the inmate population has resulted in enrollments in excess of 900 in the fall.

Utilization of the College for the Camp Educational Program has provided some very distinct advantages:

1. Cost per student per class. The average cost per student per class is $30 plus books. This cost includes Vocational Training, full-time Academic Training as well as part-time training in these areas. Comparison studies of this show a tremendous savings, often as much as 90% over the same type of training with the "In House" programs of other institutions.

2. Positive Socialization. From the onset Okaloosa-Walton Junior College has welcomed the Camp population. The inmate student is accepted by students and faculty alike.

It is most important that the offender has a chance to readjust to the community, while incarcerated, so that the shock of release will not be as great. With the current program the inmate has an opportunity to exist in a healthy "give and take" situation with "street side" persons as well as employees of our institution who may attend classes.

3. Discipline Problem. The inmate student is welcomed by the Professor and Skill Instructors as a well behaved participant in the class. Many of those instructors openly prefer the inmate students because they have a good reputation for hard work and good attendance. In the past, less than two percent of the students have been removed for cause. The student rises to the challenge and a rather surprising change occurs. Nearly to the man they become polite, adjusted classroom members. This change highlights the point that these men can adjust to community programming, and the impact is clearly positive.

It is felt that this mutual cooperation between prison and college has produced an ideal situation for correctional education. More community colleges and correctional institutions should consider the development of such a program in their area.

The following chart shows the number of students and enrollments in the Camp's various educational programs for the past academic year.

	FALL 1973 Number of		WINTER 1974 Number of		SPRING 1974 Number of	
	Stud.	Enroll.	Stud.	Enroll.	Stud.	Enroll.
ACADEMIC PROGRAM						
COLLEGE						
Full Time	13	60	9	43	6	25
Part Time	48	90	50	105	42	69
ADULT STUDIES						
English/Foreign Born	22	22	24	24	32	32
Spanish	25	50	15	30	24	24
Drafting-Design	3	3	4	4	0	0
Hotel-Motel Mgt.	0	0	16	16	19	19
Adult Studies	0	0	4	4	0	0
ABE						
Day	26	26	20	20	26	26
Night	38	38	26	26	36	36
PRE-GED	*	*	15	60	18	74
GED						
Day	36	180	34	170	30	150
Night	24	120	20	100	20	100
Spanish	21	105	15	75	15	75
TOTAL ACADEMIC ENROLLMENT		694		677		630
VOCATIONAL PROGRAM						
VT--FULL TIME						
Auto Mechanics	10	12	9	12	8	12
Air Cond. & Ref.	6	12	6	12	6	12
Brick & Block	8	8	8	8	8	8
Welding	8	8	8	8	8	8
Electronics	3	3	1	2	0	0
Food Service	3	3	3	6	7	14
VT--PART TIME						
Auto Mechanics	6	6	6	6	6	6
Auto Body Repair	7	7	8	8	2	2
Air Cond. & Ref.	8	8	8	8	8	8
Brick & Block	8	8	8	8	9	9
Welding	8	8	8	8	8	8
Blueprint Reading	19	19	20	20	20	20
Shop Safety	47	47	47	47	50	50
Apprenticeship	34	34	34	34	35	35
TOTAL VT ENROLLMENT		183		187		192
TOTAL PROGRAM ENROLLMENT		877		864		822

*Counted in ABE during Fall 1973.

Federal Correctional Institution, Tallahassee, Florida.

Tallahassee Federal Prison is a medium custody prison having 550 male inmates between the ages of 18 and 26. Its educational program is comprehensive and consists of the following:

ABE (Adult Basic Education)
GED (High School Preparation for Diploma)
Community College Degrees
Vocational Training

Four teams make up the Education Department and are called the "Team Management System Unit." Each has a Psychologist, Case Manager (a parole officer), Correctional Counselor (a guard), and a Unit Manager, who correlates the work of the team.

When an inmate enters the Federal Correctional Institution, he is assigned to a team. He then goes through orientation and a screening process. The latter includes a batter of tests and a psychological evaluation. When this is completed, the inmate is assigned a classification and, based on this, he is placed in one of the programs. If the inmate is not academically oriented and has no trade, he is placed in a vocational program.

Each inmate, upon entrance to the Prison, is classified in three ways. This is termed RAPS.

R--chance for rehabilitation
A--age
P--prior sentence

R is further divided into the following categories:

I. Intensive concentration of man's rehabilitation.

II. Secondary chance--he has a possibility of being rehabilitated.

III. He has no chance of being rehabilitated; he will just serve time.

The community college program at the Federal Correctional Institution is operated by the Tallahassee Community College. This program offers the inmates an AA degree when they have earned sixty hours of college credit (including the basic education requirements). It is a three year old program and the FCI has had five graduates thus far with four additional ones expected during the summer of 1974. This college section is called FCIECC (Federal Correctional Institution East Campus College). It is recognized as a part of the Tallahassee Community College. To be eligible for the program, the inmate must have a high school diploma or have successfully completed the General Educational Development Test with scores sufficient to satisfy the Florida State requirements. If the inmate enters via the GED route, he must be screened by the college coordinator.

The inmates who attend the Junior College Program must pay 50% of their tuition. If they attend during the summer program, they must pay all of the tuition. A plan has been initiated to enquire into the possibilities of securing a grant which would fund the total tuition.

The Prison offers the CLEP Exam and an inmate may obtain thirty hours toward a degree in this manner.

The Prison also has a group of twelve inmates called the "College Task Force." These inmates act as a representative

group and help draw up the rules and regulations for inmates who attend the college program. Classes are offered both day and evening.

The Prison school has excellent facilities. It has its own audio-visual studio, where tapes of classes can be made and shown to the classes later in the day. The academic classrooms are conducive to learning and the equipment is superior. A study hall is provided for the college, but the college furnishes the books which are used.

Of the seventy-five inmates who enrolled in the college program five dropped out. Fourteen of those remaining were on the Dean's List.

The Prison is currently working on a "school-release plan." This will permit an inmate student to go on to a higher institution of learning following his AA degree.

As a part of the regular school program, the Prison has a Learning Center. This is staffed by two instructors who tutor the inmates in those subjects with which they have difficulty. Also in the Center are programmed texts on which the inmates work. There are clerks who check out the material and grade it when it is returned.

The Prison graduates approximately 120 each year with a High School Equivalency Diploma, thus enabling these inmates to work toward a high educational goal.

Florida Division of Corrections. The Florida Prison System is divided into several segments. There are: Road

Prisons, Vocational Centers, Community Centers, and Major Institutions.

The Road Prisons are small units scattered through the State of Florida. With an inmate population of 54 to 65. Their educational program consists of ABE, pre-GED, GED and college study release. Many of the Road Prisons were recently converted to Vocational Centers. Each center specializes in a specific vocational training. These centers receive their funds from the State and Federal governments.

The Community Centers are combination centers. Some are designated work-release centers and some are study-release centers where the inmates attend college. The Community Centers which have been designated as College-Release Centers have been constructed in towns adjacent to community colleges and the inmates are transported to the respective colleges. When an inmate has completed his AA degree, he may transfer to another college where a four-year degree is offered.

All major institutions in Florida offer a comprehensive education program, each institution offering ABE, GED, and a college program. The major institutions also offer a comprehensive program in vocational training.

College tuition for these inmates is paid by the Vocational Rehabilitation, Veterans Administration and the Federal Government.

Draper Men's Prison, Elmore, Alabama. Alexander City State Junior College began a night college program at Draper in September, 1972, with both full- and part-time instructors. During this first year a maximum of ten college credits per student was offered in night classes.

In September, 1973, a director of the college project was hired to extend the program into a full-time day and evening situation and to include two additional institutions; namely, the Tutwiler Women's Prison at Wetumpka and the Frank Lee Youth Center at Deatsville.

The Department of Health, Education and Welfare (HEW) awarded the program a sizeable grant which provided for a media specialist, counselor and full-time secretary, as well as the new Director. The College pays the salaries of the instructors. This is the "father program" for Alabama for offering on-site college programs at penal institutions and is the only one funded by HEW in the United States at this time.

This is the beginning of an excellent program, well-organized and funded. When the program has been in operation long enough for an evaluation through its students returning to society and their subsequent successes and/or failures, this can well be a determining factor in further programs of education.

CHAPTER III

Conclusions

Although the first instances of education for prisoners within walls began in the nineteenth century, it was not until the 1960's that the movement gained impetus. There is still only a token representation of incarcerated individuals involved considering the total population in prison.

It would appear that the best method of resocialization of inmates is through the educational process with controlled exposure to community resources.

In the current diminution of college registrants, the prison populations present a captive student body in need of those resources which the community colleges have to offer. Since the community college is designed to serve the needs of the community, it must be considered that the prison population is part of that same community and therefore to be served.

Recommendations

1. Community colleges in general should search for opportunities to serve the prison segment of the local population and study how best to serve them.

2. Prison educational staff, in turn, must seek out the local community colleges and assist them in establishing programs which are beneficial to both parties.

3. Further research should be carried on as to how community colleges could revise their curricula or develop additional curricula which will assist in the resocialization of incarcerated individuals.

4. The community colleges should develop a sense of responsibility toward these individuals since the cost of incarceration and recidivism to all taxpayers is great.

INDIVIDUAL SUMMARY STATEMENT OF
DOROTHY B. FERNSTROM

The available literature in this field of prison education is limited and hence disappointing. The authors rehash what has been done up to this point in unanimity. There is little creativity in the reporting, summation and recommendations.

The Eglin Federal Prison Camp is a fine institution to study. This writer has personally worked with the inmates over a three-year period in various capacities: psychology teacher, college counselor, psychometrist and Veterans Advisor.

Okaloosa-Walton Junior College has made available to these inmates all programs, degrees and vocational. However, the vocational numbers are limited due to the lack of space and time. Were it possible to run the vocational program on a 24-hour basis, much greater use would be made of these facilities.

The Tallahassee Federal Correctional Institution certainly has a positive attitude toward the attainment of college degrees and the functioning of a group of inmates to establish the ground rules for such a program should do much to foster participation of the inmates.

The programs within the State of Alabama correctional facilities as described by the new Director are excellent

and the fact that HEW has granted them funds to elaborate on the original program forebodes the establishment of a progressive permanent establishment. The physical facilities available for this program at Draper Men's Prison are suitable and seemingly adequate.

A current study of the employment market in key areas to which inmates will be returning should supply both the prisons and the community colleges with data to implement programs for which there are employment needs. No indication of such a study is evident in the reading material. If one studies the Help-Wanted pages of metropolitan newspaper in areas such as Atlanta, Baltimore, et cetera, it will be noted that many job categories seemingly cannot be filled. The community colleges, to a large degree, have restricted themselves to the more (or less) traditional programs. Perhaps a more vigorous and enlightened support is indicated on the part of state legislatures and concerned organizations. The American Association of University Women in 1972-73 had Prison Study as one of its ongoing programs. More public interest in this constructive phase of reducing crime figures must be aroused and the cooperation of the public is sought. This, in turn, will spur the colleges to greater effort in this area.

We, as students of the situation and workers in the field, can do much to further these opportunities for inmates in both federal and state institutions.

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